

# THE GOOD BEHAVIOR GAME AND PROFESSIONAL DEVELOPMENT STUDY OVERVIEW

AIR CENTER FOR INTEGRATING EDUCATION AND PREVENTION RESEARCH IN SCHOOLS

## The Good Behavior Game

The Good Behavior Game is a team-based classroom behavior management strategy which helps children master the role of student and be successful at the key demands of the classroom including sitting still, paying attention, and completing school work. Through GBG, children work together to create a positive learning environment by self-monitoring their own behavior as well as that of their classmates. Teachers use GBG during the regular school day. As a strategy, not a curriculum, GBG does not compete with instructional time.

In GBG classrooms there is less off-task and disruptive behavior and teachers have more time to devote to teaching. GBG is built around four core elements integrating 1) classroom rules, 2) team membership, 3) monitoring of behavior, and 4) positive reinforcement to individuals and the group.

## The Good Behavior Game has...

### **Benefits for Teachers**

In GBG classrooms there is less off-task behavior and less aggressive, disruptive behavior; teachers can dedicate more time to instruction.

**Benefits for Students:** GBG has been proven to:

- ➔ reduce aggressive, disruptive behavior<sup>1</sup> and increase on-task behavior<sup>2</sup> for students by the end of first grade
- ➔ reduce aggressive, disruptive behavior<sup>3</sup> and lower the age of first-time smoking for students by middle school<sup>4</sup>
- ➔ reduce students' use of mental health and behavioral services from 1<sup>st</sup> grade through young adulthood.<sup>5</sup>

## Bringing the Good Behavior Game to HISD

HISD is partnering with the Center for Integrating Education and Prevention Research in Schools, based at the American Institutes for Research (Ed/Prev Center) on a 4-year study to understand the level of professional development required for teachers to learn, implement, and sustain GBG with fidelity over time.

The study provides an opportunity and funds to pilot GBG in 20 HISD schools and develop infrastructure to support sustainability before making GBG available to teachers district-wide.

## Comments

"School wide, behavior management is a pretty serious issue; without it, we're unable to teach. The Good Behavior Game has been extremely helpful for my students as well as for me in creating a very positive classroom environment. It's something I would definitely recommend to any teacher."

*(Isaac Clark, First Grade Teacher in the Baltimore City Public Schools)*

"The Good Behavior Game helps teachers keep focused on managing their classrooms and helps children take ownership for their own behavior. I know that if there is good behavior in the classrooms then I'm not going to have to worry about disciplining children outside of the classroom."

*(Cascelia Spears, Principal, James Mosher Elementary School, Baltimore City Public Schools)*

The Good Behavior Game helps my students by giving them a foundation for good behavior. It helps them work effectively on a team and with other students and it gives me a tool that I can use to help guide my students' behavior. The Good Behavior Game has been very beneficial to me and my students."

*(Phyllis Davis, First Grade Teacher in the Baltimore City Public Schools)*

"The Good Behavior Game helps us by helping us follow directions and do the things we are supposed to do. The Good Behavior Game makes us more quiet. I like it when I win the Good Behavior Game."

*(First grade student, James Mosher Elementary, Baltimore City Public Schools)*

### Feature Summary

- ✓ Dividing the class into 3 to 4 teams balanced for behavior, gender, and learning.
- ✓ Setting rules for behavior in the classroom and teaching students their meaning.
- ✓ Integrating GBG into instruction in all subject areas during the course of the year.
- ✓ Playing GBG systematically and providing rewards to winning teams.



## Long Term Benefits of the Good Behavior Game

Selected Outcomes at Young Adulthood <sup>6</sup> (age 19-21)	GBG classrooms	Standard Program classrooms	Risk Reduction
Lifetime Illicit Drug Abuse/Dependence Disorder			
➔ All Males	19%	38%	50%
➔ Males highly aggressive, disruptive in first grade	29%	83%	65%
Lifetime Alcohol Abuse/Dependence Disorder			
➔ All males and females	13%	20%	35%
Smoking 10 or more cigarettes a day regularly			
➔ All males	7%	17%	59%
➔ Males highly aggressive, disruptive in first grade	0%	40%	100%
Antisocial Personality Disorder (ASPD)			
➔ All males and females	17%	25%	32%
➔ Males highly aggressive, disruptive in first grade	41%	86%	52%

- References**
- <sup>1</sup>Dolan et al. (1993). *Journal of Applied Developmental Psychology*, 14, 317-345
  - <sup>2</sup>Brown (1993). *American Journal Community Psychology*, 21, 635-664
  - <sup>3</sup>Kellam et al. (1994). *Journal of Child Psychology and Psychiatry*, 35, 259-281; Kellam et al. (1998). *Development and Psychopathology*, 10, 165-185.
  - <sup>4</sup>Kellam & Anthony (1998). *American Journal of Public Health*, 88, 1490-1495.
  - <sup>5</sup>Poduska et al. (2008). *Drug and Alcohol Dependence*, 95 Suppl 1:S5-S28.
  - <sup>6</sup>*Drug and Alcohol Dependence (2008) 95S*: Kellam et al.; Poduska et al.; Petras et al.; Wilcox et al.; and Brown et al.

## About the Study

The study will examine the impact of the Good Behavior Game on teacher practices in classroom behavior management and student outcomes under two models of professional development. The study combines scientific rigor with an understanding of how schools operate and what schools are currently doing to provide classrooms environments conducive to teaching and learning. Funding for the study is from the Institute of Education Sciences, U.S. Department of Education.

AIR will work with district staff to select 20 partner schools. Within each of the 20 schools, we will work with principals to assign children and teachers to first grade classrooms. One first grade classroom will be assigned to GBG Standard in which the teacher will receive group-based training, one first grade classroom will be assigned to GBG w Coaching in which teachers receive the group-based training along with the enhancement of a GBG Coach who works directly with the teacher in the classroom; teachers in the remaining first grade classrooms will use their usual classroom behavior management strategy.

To understand GBG impact and what level of professional development teachers need to sustain GBG practices we will follow the first grade teachers as they teach two cohorts of first graders in school years 2010/11 and 2011/12.

- ✓ Teachers will be interviewed each fall and spring about how each student is doing with regard to the tasks demands of being a student, e.g. sitting still, paying attention, and doing schoolwork. The interview takes about 2 hours.
- ✓ Teachers will complete a 20-minute survey in the fall and spring in which they describe their background and professional experiences, their teaching beliefs, and their work place perceptions.
- ✓ Classroom observers will visit the classroom three times during each year to observe student behavior and teacher practices regarding classroom behavior management. The observations will place during regular classroom activities and will not disrupt instruction. At each of the three time points, each classroom will be observed over a two-day period to ensure observation of a range of classroom activities and instructional modes.